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ABSTRACT

Schools and communities can work together in unison to benefit children and families. This paper explores the issues and potential inherent in closer relationships between schools and community-building organizations. Drawing from interviews and conversations with community builders and school leaders in urban areas, it attempts to help educators and community builders understand one another, to describe strategies that work to guide better interactions, and to offer recommendations for future joint efforts. The Starting Points section outlines the background of school and community involvement. The Sticking Points section examines differences between schools and community organizations. The Summary Points section gives the rules of engagement for both educators and community builders in chart format and demonstrates similarities in goals, differences in approach, and opportunities for cooperative work. The Building Relationships section details strategies that have been successful. The Rules of Engagement section offers suggestions to educators and community builders in chart format. Moving Forward is a section with suggestions for expanding and strengthening school and community interaction. The Stories of Four Communities section describes four sites where communities and schools work together: the Chula Vista Elementary School District, CA; the Germantown Settlement Multi-purpose Agency in Philadelphia, PA; the Logan Square Neighborhood Association, IL; and the Marshall Heights Community Development Organization, DC. Dialogue-Participants and Interviewees and Resource Organizations are appended. (RKJ)

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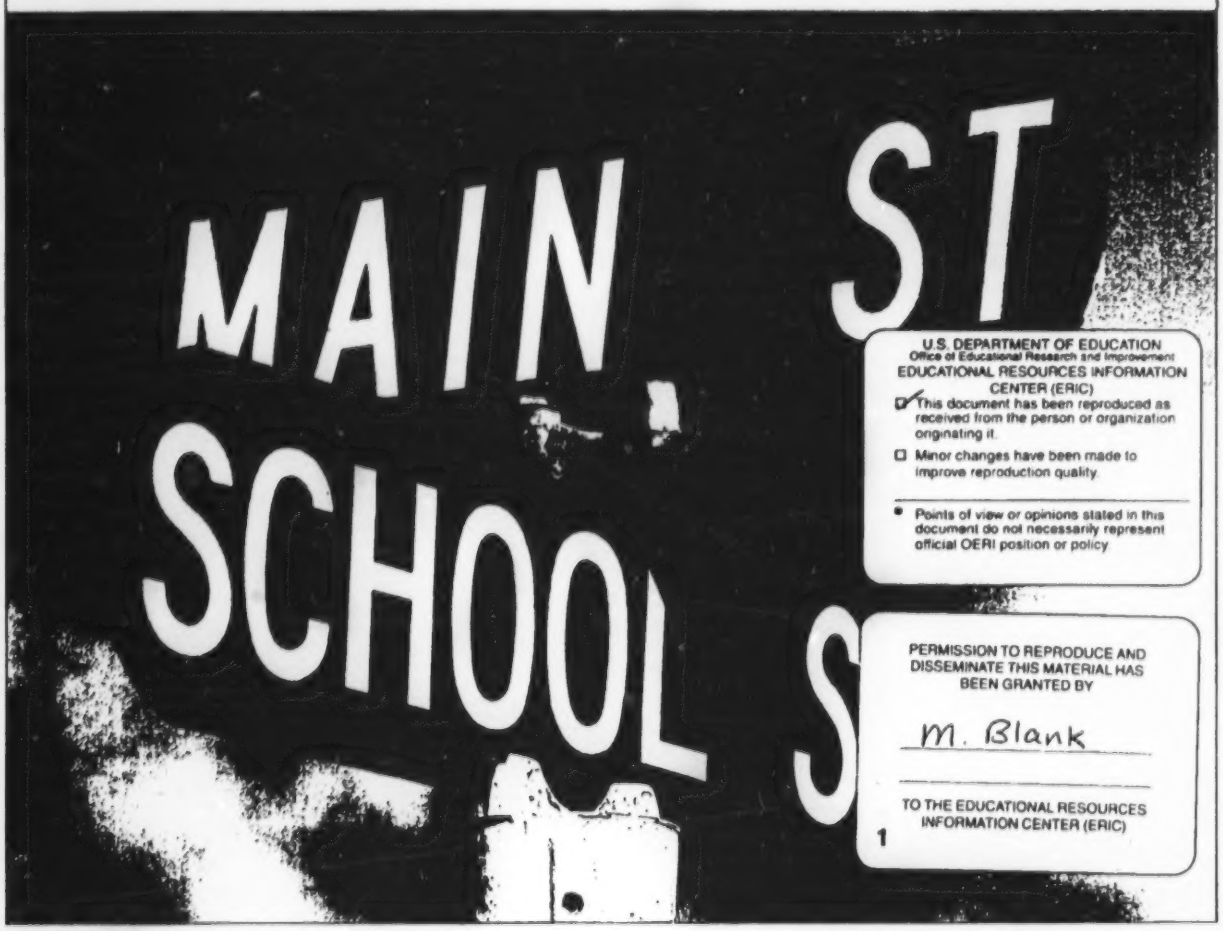
EDUCATION AND COMMUNITY BUILDING

Connecting Two Worlds



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For more than thirty-five years, the Institute for Educational Leadership (IEL)—a nonprofit, nonpartisan organization based in Washington, DC—has worked to achieve better results for children and youth. At the heart of our effectiveness is our unique ability to bring people together to identify and resolve issues across policy, program and sector boundaries. As a natural outgrowth of our work, we have created and continue to nurture diverse networks across the country.

Today, IEL is working to help individuals and institutions increase their capacity to work *together.* We are building and supporting a cadre of diverse leaders, strengthening the capacity of education and related systems, and informing the development and implementation of policies. Our efforts are focused through five programs of work—*Developing Leaders; Strengthening School-Family-Community Connections; Governing; Connecting and Improving Systems that Serve Children and Youth; Improving Preparation for Work.*

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EDUCATION AND COMMUNITY BUILDING

Connecting Two Worlds

Jeanne Jehl
Martin J. Blank
Barbara McCloud

Editor: Atelia I. Melaville

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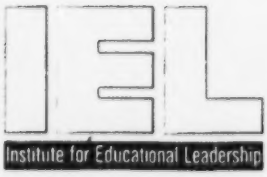

PREFACE

Michael D. Usdan, President, IEL

IEL's vision is of "a society that uses its resources effectively to achieve better results for children and families." We believe that educators and community builders need to find new ways to bridge the existing chasm between them and to create relationships that bring their mutual resources to bear on student learning. This report represents an important, if not pioneering, effort to connect these two worlds. Building these kinds of connections and relationships is at the heart of the work of the Institute for Educational Leadership (IEL).

Efforts throughout the country to strengthen standards, assessments and accountability in our public education system are long overdue, particularly in economically disadvantaged urban and rural areas in which academic expectations often have been low. Few question the assertion that the transcendent mission of the schools is to promote student learning, but there is growing recognition that in too many cases the emphasis on academics alone will not be sufficient.

Too many children come to school with social, health and economic problems that detract from their ability to achieve academically. Since the school has social penetration and community outreach unrivaled by any other institution, it is logical to expect it to play some role in ameliorating the negative life conditions that confront so many children. But schools cannot, and indeed must not, do this work alone.

At the same time, communities are increasingly concerned about the low performance of their schools. Parents, neighborhood residents and community organizations are asserting that they must have a larger role in reforming our nation's public schools. Schools are viewed as centers of community and community builders want a hand in their reform and revitalization.

We are not suggesting that the primary educational mission of schools should be compromised. Rather, we are suggesting that there is a need for new financial, governance and program partnerships between schools and community groups. The position of the Committee for Economic Development (CED), a prestigious group of business leaders, is correct. In its 1994 report ***Putting Children First,*** CED, endorsed the paramount academic focus of the schools, but acknowledged the reality that schools for many students were the logical site for the provision of other essential community services. These issues have unprecedented saliency today because of the needs of our increasingly diverse student population.

In 1983, ***A Nation at Risk*** effectively raised public consciousness and ultimately much action on the need to improve the academic performance of schools. A recent and much less heralded report by the Century Fund, creatively dubbed ***A Notion at Risk,*** raised anew the alarming notion "that American education, in some cases, is having the effect of reinforcing existing inequalities," particularly in high poverty schools.

This IEL report, ***Education Reform and Community Building: Connecting Two Worlds,*** breaks new ground by helping dedicated educators and community individuals understand and respect the assets and talents that each brings to the goal of improving student learning.

ACKNOWLEDGEMENTS

On behalf of the Institute for Educational Leadership, I wish to thank many different people who have helped to make our idea that educators and community builders need to learn about and from one another a reality.

First and foremost are the community builders and educators with whom we spoke. They all demonstrated extraordinary commitment to our nation's children, but equally important in this context, a willingness to explore new ways that they can work together in the future. We are especially indebted to leaders from the Chula Vista (CA) School District, the Logan Square Neighborhood Association and the Chicago Public Schools, the Marshall Heights Community Development Organization and the District of Columbia Public Schools, and the Germantown Settlement House and the Philadelphia Public Schools; they allowed us to look in depth at their working relationships in their schools and communities.

We are grateful for the support of the Rockefeller Foundation which financed this project from both its education and community building budgets. Thanks to Julia Lopez, Director of Equal Opportunity and Frederick Frelow, Education Program Officer. In addition, we wish to thank Angela Glover Blackwell, Chet Hewitt, Jamie Jensen, David Maurrasse and Marla Ucelli, formerly with the Foundation, who contributed to the project.

We appreciate the assistance and support of the National Community Building Network (NCBN) and its Executive Director, Sheri Dunn Berry, who showed interest in this study from its inception, suggesting names of interviewees and allowing us to explore the issues of community building and education at the NCBN national conferences.

Special thanks are due to Jeanne Jehl, senior author of this report. Jeanne did a masterful job of pulling together a set of diverse ideas into a coherent document. Her experience as a practitioner in the education world, and involvement with community, made Jeanne the right person to help bridge the gap between education and community building. Barbara McCloud tapped into her extraordinary relationships among educators across the country to help identify interviewees for the study, conduct interviews and field visits, and organize the dialogue we conducted at the Rockefeller Foundation. Tia Melaville played her usual effective role in sharpening all of our thinking as she edited the final draft. Denise Slaughter and Sharon Davis provided research and logistical support for the project. Melyssa Sheeran and Jessica Deutsch assisted with final production.

Finally, I wish to thank my colleagues at the Institute for Educational Leadership. IEL is a unique organization that always works and thinks across boundaries. In a real sense, that is why we have prepared this paper. We trust it will motivate more educators and community builders to span boundaries and work together in the future.

Martin J. Blank
Director, Community Collaboration

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INTRODUCTION

Growing up successfully in 21st century America isn't easy or simple. Families know their children need effective schools and safe, family-friendly community resources—no matter where they live, or what their income. School reformers and community builders across the country are working energetically to strengthen these essential sources of support, often in parallel efforts.

School reform seeks to strengthen schools so that every child succeeds academically. Community building encompasses a variety of approaches that mobilize residents and organize coalitions among local groups to build the community's social, physical, economic, and political infrastructure. Ideally, these ideas and improvements build upon and maximize each other—so that schools and community work in unison to benefit children and families. When they do, they can make all the difference. Usually, however, community builders and educators are isolated from one another. Disconnection, rather than communication, is the norm.

Over its 35 year history, the Institute for Educational Leadership (IEL) has advocated for children by promoting understanding and cooperation across institutional boundaries and helping parallel efforts work in unison. In its role as a bridge builder and facilitator, the Institute has developed positive and informed relationships with both community builders and educators. This experience has convinced us that by building on each sector's organizational strengths, community building organizations and schools can meet their shared goals: improving results for children and families. They can also better achieve their respective goals.

In this context, IEL set out to understand how community builders and education leaders can work together more effectively, especially in urban areas. This paper explores both the issues and potential inherent in closer relationships between schools and community building organizations. It draws from interviews and conversations with community builders and school leaders in urban areas across the country. Many were referred through IEL's leadership development networks and through contacts with the National Community Building Network and the Annie E. Casey Foundation's Rebuilding Communities Initiative (RCI).

To gather information, IEL conducted surveys and interviews and convened a national dialogue with a group of school superintendents and leaders of community building organizations, as well as funders and other knowledgeable individuals (see Appendix A).

Staff visited four sites where schools and community building organizations are working together: the Chula Vista, CA Elementary School District; the Germantown Settlement Multi-Purpose Agency in Philadelphia, PA; the Logan Square Neighborhood Association in Chicago, IL; and the Marshall Heights Community Development Organization in Washington, DC. We are grateful to each of these sites for providing us unique contexts in which to illustrate some of the most challenging issues and promising strategies described in our report, and for the opportunity to tell their stories (see page 21).

Rules of Engagement for Schools and Community Builders

Find out about each other's interests and needs.

Reach out to potential partners on their own turf with specific offers of assistance.

Spell out the purpose and terms of joint efforts, including who will do what, by when.

Work out the kinks as they arise and change your approach when necessary.

Build out from success by sharing positive results and encouraging expanded efforts.

* See wall chart at centerfold for further detail.

IEL's goals in writing this report are:

- To help educators and community builders understand one another—their philosophies, concerns, organizational cultures, operating styles and other factors that influence how they work together;
- To describe strategies that work and suggest "rules of engagement" to guide school/community builder interactions;
- To offer recommendations for future work that can strengthen the joint efforts of community builders and educators.

STARTING POINTS

Where Schools and Community Builders Begin

This section outlines the backdrop against which efforts to strengthen schools and build communities are occurring—and the growing efforts to build bridges between them.

BUILDING STRONGER SCHOOLS

Education has always been of prime importance to Americans. In every community, teachers, principals, superintendents, and school board members work to ensure that students have the knowledge and skills they need to be productive members of society. Public school districts, especially in urban areas, are necessarily large institutions because their mission is to serve *every* child, to provide quality teaching, and to ensure academic success.

In recent years, new challenges have taken education to the top of the national agenda. The new economy has greatly increased the demand for highly skilled, highly literate workers. Public education systems are expected to level the playing field for young people so that they can all benefit from—and contribute to—expanding opportunities. Materials prepared for a 1999 Education Summit of governors, business and education leaders declare, "The real challenge [for public education] will be to lift the academic proficiency of the more than 12 million impoverished and disadvantaged young people who struggle with reading, mathematics, and science. These children have the most to gain from a system that expects more of them."[1] Everyone, from Presidential candidates and state legislators, to letter-writers in local papers seems to agree on one thing: More must be done to help more students achieve higher levels of academic success—especially in under-performing urban schools and school systems.

There are many ways to measure student learning, but the current political climate and a "bottom-line" orientation attaches the most importance to scores on standardized tests. The responsibility to improve student scores to meet state-established standards is felt most intensely by the professionals—teachers and administrators—who work inside the schools. Education leaders must improve curriculum and instruction, prepare new teachers, and develop the skills of those who are already in classrooms. Many schools are working to improve results by aligning all aspects of their programs. By forging closer connections among instruction, student services, and parent involvement, schools ensure a sharper focus on their central concern: improved student achievement.

Aligning Reform Components

The federal government is actively supporting state and local efforts to strengthen public schools by better aligning their various strategies. The Comprehensive School Reform Demonstration program, for example, is intended to help schools improve student achievement by developing a framework for tracking and reporting progress toward the school's goals and integrating the school's programs and activities. Areas of focus include: enhancing professional development; measuring goals and benchmarks; building internal and external school support; increasing parent and community involvement; conducting meaningful evaluation; and coordinating school resources. Parents and community members are encouraged to take an active role in planning and carrying out school improvement activities.

BUILDING COMMUNITIES

The community building field is locally focused. In urban centers across the nation, local citizens are coming together to improve the lives of children, their families, and the communities where they live. Organizations of many kinds, including community development corporations, neighborhood-based organizations, faith-based groups, settlement houses and others see themselves as part of a growing movement to identify and capitalize on the strengths and assets of neighborhoods in order to solve local problems. Sometimes these groups work independently. Frequently, they form coalitions that embrace many sectors of the

community. Together, they are better able to address local issues and change the way public and private organizations do business.

Community building encompasses a variety of approaches, including *community organizing* and *community economic development*. Organizing initiatives build social and political capital by empowering residents to mobilize themselves and their assets. Community economic development initiatives build physical and economic capital by increasing economic and physical infrastructure and opportunity through housing, job creation, transportation and related initiatives.[2] As described in a recent Rockefeller Foundation publication, community-building refers to "continuous, self-renewing efforts by residents and professionals to engage in collective action, aimed at problem-solving and enrichment, that creates new or strengthened social networks, new capacities for group action and support, and new standards and expectations for life in the community."[3]

Whatever their approach, community builders emphasize the importance of personal and institutional relationships as a prerequisite to change. By developing local leadership and creating coalitions, community builders ensure that buildings and streets are well maintained, that an adequate stock of affordable quality housing is available, and that residents have access to jobs, training and good schools. As community builders encounter new needs and situations, they employ a range of strategies, from cooperation to confrontation, to achieve their goals.

BUILDING BRIDGES

Despite their separate roots, some educators and community builders are now discovering how much they have in common. In cities, suburbs and rural areas, schools are deeply involved in school reform and looking for ways to improve the performance of their students. Community builders, especially in urban areas, are looking for opportunities to do the same—along with other kinds of organizations focused on youth development, family support and improved delivery of social services. The result is a national movement toward community schools—partnerships in which a variety of organizations join forces with schools to bring an enriched range of activities, support and opportunities to support student learning, and build stronger families and communities.

A recent national report on community engagement in public education describes schools and districts where parents and community members are an integral part of school reform efforts. It calls on parents to "summon the courage to advocate for what they believe, stay with their concerns until they are acted on, and participate, where possible, in implementing solutions."[4]

The advantages of having educators and community builders work in tandem are many. Deep community–school relationships combine *insider* expertise with *outside* resources and support. But insider/outsider relationships are not always easy to craft. As community builders attempt to work with the schools, school staff are sometimes so immersed in, and sometimes overwhelmed by, the growing demands of testing and accountability that they don't always recognize the help community members have to offer. Some educators see little role for parents and community members as active players in the effort to reform schools. Community builders often do not fully understand the education system they are trying to change. Community builders and citizens often find themselves *outside*, while education professionals work on reform, by themselves, *inside* the school.

STICKING POINTS

Inside/Outside Differences

IEL's conversations with leaders in education and community building shed considerable light on the reasons why they struggle so often with insider/outsider issues. As institutions, schools and community organizations are quite different in structure, organizational culture, and leadership. Their perspectives toward schooling, citizen involvement, accountability, and partnership styles differ significantly. This section describes some of these differences and the "sticking points" that frequently arise.

ORGANIZATIONAL STRUCTURES AND CULTURES

Issues of institutional power and resources often underlie tensions between schools and community building organizations.

Schools

Public schools, in contrast to other publicly funded institutions in most communities, are governed by single-purpose boards of education. They are endowed with substantial power—to construct buildings, employ staff, and decide how education dollars are spent. This governance design was intended to protect schools from the politics of local general-purpose governments. Whether or not they have been successfully shielded from political pressures is debatable. One clear result, however is that public school systems control large amounts of funding from local, state and federal sources.

Schools are complex, hierarchical organizations. In large districts there may be several levels of management and authority: school or building; area or regional; and "downtown," in the district's central office. Specific roles and functions are attached to a wide array of staff positions. Individuals must have specific degrees and qualifications to meet state level credentialing requirements and union contracts. Status is acquired and retained, and promotions secured, based on training, experience and formal selection processes.

As large employers, schools are often key institutional players in most communities—whether or not they form and sustain relationships with community residents. While many school districts have a separate Office of Community Relations, they usually do not have "line" or supervisory authority over site principals. As a result, "community affairs" and matters of curriculum, instruction and school management are typically not well connected.

Community Builders

Community building organizations are typically much smaller, more fluid, less hierarchical entities. Organizational structures tend to be more horizontal than vertical. Funding typically relies on short term grants rather than stable funding streams so considerable organizational energy is devoted to seeking out new income sources.

Staff are hired and advanced by demonstrating skills and their ability to work effectively with members of the community. Credentials are valued but not always required. One site IEL visited pairs individuals with different degrees of formal education and skills to work in teams. Because funding levels for community-

Leadership and Culture

Edgar Schein writes that "Neither culture nor leadership, when one examines each closely, can really be understood by itself. In fact, one could argue that the only thing of real importance that leaders do is create and manage culture and that the unique talent of leaders is their ability to understand and work with culture. If one wishes to distinguish leadership from management or administration, one can argue that leaders create and change cultures, while managers and administrators work within them."

Source: *Organizational Culture and Leadership*, 1997 p 5.

building entities often fluctuate, individuals may hold a variety of roles over a comparatively short period of time and exercise considerable autonomy and decision-making discretion.

STICKING POINTS

These differences in organizational size, structure, and staffing can easily lead to communication problems between schools and community organizations. Community builders may find it difficult to sort out messages coming from people at various levels in the school hierarchy. School staff may find it hard to communicate with people whose communication style and values reflect the community rather than a specific educational discipline or profession. Community builders may find "working through channels" arduous and exasperating while their lack of knowledge about "how things are done" can waste time and irritate school personnel. Hardworking school staff may also mistakenly assume that community builders with flexible schedules are not putting in a full day's work.

Cross-Boundary School Leaders

In IEL's analysis, a number of the superintendents defined themselves as community leaders as well as education leaders. These superintendents who allied themselves with community-building efforts frequently described themselves as different from their education colleagues in background and values. One recalled that she was trained as a psychologist, not as an educator, and had always been interested in the "learning opportunities" of the 1970's. Another had served as Board chair of an anti-poverty community action program, while a third described his commitment to living in the community and being well grounded in community issues.

CRITERIA FOR LEADERSHIP

Schools

Organizational culture and leadership are closely connected. In schools and school districts, leadership is based primarily on the authority inherent in a specific position. Public education is organized so that leadership at various levels operates with a defined range—for example, by having responsibility for conducting a specific program, managing large amounts of public funds, or operating a school that serves hundreds of students. School and school district organizations typically provide few opportunities or incentives for boundary-crossing leadership that brings new people or new ideas to the table.

Opening the Superintendent's Door to the Community

Cliff Janey, superintendent of the Rochester (NY) Public School, models a policy of openness to the community: he keeps each Wednesday afternoon open to meet with members of the community who can see him without an appointment. Janey views these "brown bag" discussion sessions as an important part of keeping in touch with the community. Now many of the district's principals are following his lead and holding their own informal office hours.

Community builders

In community-building organizations, opportunities for leadership are more open-ended. Leadership is exercised beyond the organization, as well as within it. Leadership is most often acquired by individuals with the ability to build relationships—within the organization, with community residents of all ages, and with individuals at all levels of various organizations and institutions. The relationship-building process is valued as a way of showing respect for individuals and as a tool for creating consensus and uniting the community.

STICKING POINTS

Differences in the role and expectations of leaders may lead to friction when partners fail to recognize the legitimacy of both kinds of leadership – the one based on credentials and training, and the other on relationships. Misunderstandings in school-community relationships are most likely to occur when partners are unwilling to take the time to build relationships, trust, and appreciation for one another; when school personnel misjudge the abilities of people who may not have advanced degrees; or when community-builders underestimate the range of challenges, responsibilities and occupational obligations that high-level school leaders face.

PERSPECTIVES ON THE ROLE OF SCHOOLS AND SCHOOLING

In communities where school reformers and community-builders attempt to work together, there is often a clear contrast in the way that community-builders and education leaders define the role of schools and schooling.

Schools

The current strong push for improved student performance as measured by test scores has led many educators to place great, sometimes exclusive, emphasis on classroom-based, academic learning. Some education reform experts argue that in order for schools to succeed they must not be distracted by attempting to do too many things at once, or operate too many separate programs that don't relate to each other or their primary teaching and learning mission. Such a tight focus means that schools may curtail time spent on the arts, on leadership development, even on recess and physical education, in order to spend more time on academics.

Community Builders

Community organizations recognize the importance of academics but they emphasize a broader role for schools in supporting human development. They expect the public schools to help develop young people's personal and social skills, and stress the connection between skills learned in school and "real life" outside the school. Along with James Comer, a nationally known psychiatrist and leader in school reform, they believe that an essential prerequisite to children's academic achievement is that schools build positive, trusting relationships with students, parents and community members.[5]

STICKING POINTS

As education reform focuses more and more exclusively on academic achievement, these differences in views about the role of schools and schooling create considerable distance between school personnel and community builders. Educators sometimes feel that community members do not understand the magnitude and complexity of the challenge to improve student achievement. Community builders worry that such a "laser-like" focus on academics ignores areas in which young people can develop important skills and abilities. Rather than seeing them as distractions from classroom work, community builders see these opportunities and outlets as essential to motivating and enabling achievement, not just in classrooms, but in life.

A Community Building Approach to Organizing and Managing Schools

The School Development Program developed by James Comer is widely used as a model for comprehensive reform, and especially for the meaningful integration of community members and resources in school programs. It stresses the importance of building positive relationships among all individuals at the school, and of involving parents and community members in governing and managing the school. The SDP promotes children's balanced development along six pathways: physical, psychological, social, cognitive, ethical and language.

Developing Learners

Throughout the conversations conducted for this study, community-building leaders emphasized the importance of personal and social development as well as academic achievement. At the Ames Middle School in Chicago, where the principal is an active member of the Logan Square Neighborhood Association, young people are conducting an oral history project, interviewing local residents to understand the role of community builders in creating the school. In a similar setting in Philadelphia, Linda Ralph-Kern, the director of the Germantown Settlement Charter School said, "It's about the development of young people, not just about tests."

DIFFERENT LEVELS OF ACCOUNTABILITY

Schools

Educators' accountability for student and school performance has high visibility in most communities. Education reform today is *standards-driven*. Many states have adopted universal expectations for what students should know and be able to do in basic subject areas including reading, writing, and mathematics, as well as other subjects. Jurisdictions are also establishing systems of "high stakes" testing in which all students must demonstrate specified achievement levels in order to move to the next grade—or to graduate. Schools are expected to improve teaching and learning so that every student scores at or above a minimum passing grade. Accountability for results as measured by test scores and school standing is well publicized in local news papers, even on the Internet. The careers of school leaders and the placement and/or retention of teachers can depend on their success in meeting education standards.

Community Builders

Community organizations are not subject to the high expectations for reform that schools experience. They are often supported by relatively short-term grants and gifts from a myriad of public and private organizations. While they are accountable to funders for meeting the terms of these contracts—delivering promised services to agreed upon groups or individuals within required time-frames—their efforts are not routinely subject to public scrutiny nor are they expected to produce large scale change. There is growing interest among funders to see measurable change in children and families as a result of these interventions, but these funders recognize the difficulty of holding individual providers accountable for outcomes that require a comprehensive approach. It is also extremely difficult to measure community builders' most important work: building relationships and leveraging joint efforts within and across other organizations.

Sharing Responsibility

When community building organizations and schools work together to find creative ways to share accountability, working out other differences in organizational style, and attitudes toward involving families and community members becomes more positive. Chicago's Logan Square Neighborhood Association creates an annual comprehensive plan that outlines the actions the organization will take in all sectors. A recent plan included six separate action items to support and improve public schools in the neighborhood, with the results expected for each item.

STICKING POINTS

School personnel who see their jobs on the line, as well as their students' futures, are sometimes unwilling to share power and resources with partners who seem to have less to lose. As long as there is only one measure of accountability—test scores—partnerships between schools and community builders may experience imbalance and tension.

POWER, RACE AND CLASS

Community builders and school personnel also differ on how they view power—its sources and purpose.

Schools

Educators tend to focus on *institutional* power, based on size, authority and resources. For example, when we asked a group of high level school administrators participating in an IEL leadership program for aspiring urban superintendents about their community building involvement, they pointed to efforts to connect with other organizations—businesses, governmental agencies and community organizations with the potential to expand school resources. These relationships are extremely positive but they reflect an orientation to traditional sources of power. Relationships tend to be valued when partners bring resources.

Sharing Information

Larry Leverett, superintendent of the Plainfield (NJ) public school, believes that accountability begins with sharing information openly and in a format that is meaningful to community members. His approach has been effective in building community support for a bond issue to remodel schools and upgrade technology. He recommends working to:

- Disaggregate student data so that it clearly defines the issues of student achievement. "Most school districts aggregate it to the highest level of nothingness so that it is meaningless," he says.
- Reinvent the way districts deal with budget issues. Leverett suggests that districts present budget issues in a format that people can understand, and provide an opportunity for discussion in small groups.

Community Builders

Community builders are more likely to see *people* as their primary source of power—and their ability to mobilize broad-based support for a specific agenda as the primary use of this power. Most community building organizations work in urban low-income communities where the residents may be predominantly African American, Hispanic, and/or Asian. The major resource in such communities is not wealth or large institutions but the hard work and motivation of the people who live there and want to improve their lives.

Community residents may be uncomfortable or suspicious about institutional involvement. In part this distance may reflect differences in race and class between top-level school administrators and the communities they serve. Because decisions about substantial amounts of school funding are made inside the school and district hierarchies, some parents feel that the school is an "island"—a different world set apart from the rest of the community.

As schools employ high stakes testing to determine whether students are promoted to the next grade, parents and community members in urban areas are concerned about the quality of teaching, textbooks and technology available to their children. Many urban school districts have suffered economically over the past two decades. Community members may perceive that students' low achievement reflects insufficient effort on the part of schools as well as the isolation of schools from the community. In Philadelphia, the Germantown Settlement has employed a policy analyst to help the organization understand the impact of school district policies on children and families and develop an approach to policy and practice reform.

STICKING POINTS

Both institutional and people power are necessary to improve student learning and build communities. But connecting them is often difficult. The propensity of school administrators is to look for partners with demonstrable "clout" and to overlook the potential power in organized groups of residents and family members. Because community building organizations in low-income communities do not bring sizeable resources or community influence to the table, they are often not valued or courted by school administrators.

COLLABORATION AND CONFLICT

Both educators and community builders use collaborative strategies to move forward. They frequently refer to the "table" as a metaphor for the way the work gets done, as well as a place for meeting and discussion. But conflict also is a tool for community builders.

Schools

School site councils, or teams, which are prevalent across the country, have the potential to create a variety of collaborative "tables." In Chicago, for example, where parents are in the majority on each school's Local School Council (LSC), school leaders have developed successful collaborative leadership approaches. A study of the changes in Chicago's schools under local control concludes that principals in productive elementary schools share leadership with teachers and parents and promote social trust as a key feature of the schools' culture. "These principals are accessible; teachers and parents feel that they 'really listen' and that there are opportunities to influence important affairs."[7]

Community Builders

According to community leaders, collaborative tables must not only increase communication, they should minimize inequalities in power based on resources, race and class. "No table should be built where someone has more power because of their title," said Nancy Aardema, director of the Logan Square Neighborhood Association in Chicago. Through collaboration, the community can broaden support for educators' efforts to improve results for local schools. "Strong community organizations can take some of the politics off the backs of the principals," said Aardema, who has firsthand experience getting principals and teachers to talk about working in the community. Sometimes, however, community builders may choose to confront what they see as a recalcitrant school bureaucracy. The Marshall Heights Community Development Organization chose to confront the District of Columbia Public Schools over delays in the rehabilitation of its neighborhood high school, at the same time it was partnering with that school and others.

Recognizing Race and Class

Ron Register, the former director of the Cleveland Community Building Initiative, believes that issues of race and equity in access to resources in schools are critical challenges that community builders must face. In doing so, they are likely to question the academic achievement levels of students in their community, and the way the school system allocates resources to help students achieve. He argues that school administrators must be prepared to discuss these concerns openly and to provide understandable information about student achievement and school and district resources.

STICKING POINTS

Community builders and educators differ on the importance they attach to conflict—both within and outside of collaborative partnerships. For educators, conflict is a sign of something going wrong, while for community builders it is seen as a valuable tool for change. Community-building organizations work in neighborhoods and with individuals who have little institutional or financial clout. Their power comes from a willingness to resist a 'consensus' position that is balanced against them and to clearly voice their own interests.

Many community builders see conflict and confrontation as a healthy part of collaboration—essential tools for equalizing power relationships and creating positive change. School leaders operating in a hierarchical bureaucracy with an inside strategy for decision-making are more likely to see conflict as a sign of break down. They may find it easier to suppress debate than to allow strong disagreement. Community builders can help school leaders understand why conflict occurs, and learn from it when it does.

Getting Comfortable with Conflict

School leaders use a variety of strategies to help them engage with the community. In assuming the leadership of a new school district, one superintendent sent out the word to site principals that they were to look at ways to include parents who had not traditionally been involved in the school. When these new voices raised concerns about racial and ethnic issues, some principals became overwhelmed. The superintendent reached beyond the district to bring in assistance from a local organization that provided mediation training. Over a period of several years, the principals and other district leaders became more comfortable working in conflict situations.

FAMILY INVOLVEMENT

Both schools and community-building organizations work actively to involve parents in school matters, but in different ways.

Schools

Schools emphasize parent involvement, organized by school staff. In many schools, a variety of workshops and meetings teach parents about how to support their children's academic learning. Usually parent involvement activities take place inside the school building. They are scheduled at times convenient primarily for school staff and use "school" language and meeting formats. Schools believe that, for children to reach standards of academic achievement, parents must become more actively involved in monitoring their child's schoolwork, attendance, and homework. Classroom teaching and teacher efforts can only go so far.

Community Builders

Community building organizations are more likely to emphasize parent participation and leadership in school reform and community improvement. They take a strength-based approach to parent involvement by building families' confidence and comfort in dealing with schools. Community builders help families navigate the school bureaucracy and develop their skills not only as their children's first teachers but also as their best advocates. Parents, in turn, build relationships with other parents and work together to make schools more responsive and accountable to the entire school community.

Community builders also work with school staff to help them engage parents. Joanna Brown, a community building leader who worked to develop parent-led bilingual committees at predominantly Latino elementary schools in Chicago's Logan Square neighborhood, sees her work as helping school staff learn to respect parents and their heritage.

STICKING POINTS

All parents, regardless of their background, can benefit from an ongoing, school-sponsored parent involvement program. However not all educators see an active role for parents and community residents in helping to design and implement school reform – the more advocacy-oriented approach to parent and community engagement supported by community building organizations. In addition, many parents, especially those who have had little formal education or negative experiences with schools, may be reluctant to participate in school-organized activities. This is especially so when parents are cast in the role of students who must be taught, rather than as adults who, by virtue of their particular experience, have a great deal to teach.

RATIONALE FOR SCHOOL-COMMUNITY PARTNERSHIPS

Schools

Most urban schools are underfunded and chronically short on resources, from pencils and paper to skilled teachers. Staff who are focused on the needs of the schools' students are often more willing to work with outsiders when that involvement increases the flow of resources into the schools and makes their difficult jobs easier. Community partners who can make a tangible contribution with minimum cost to the school by bringing services and supports to create a Family Resource Center in unused space, for example, or providing a continuous source of trained volunteers, are readily welcomed.

Community Builders

Community builders seek to increase opportunities for education and self-determination for residents of *all* ages, and to better use all the assets at their disposal—including school buildings and facilities financed by local property taxes. Although public schools are seriously underfunded in many urban areas, they often have assets that exist nowhere else in the community, including classroom, gymnasium, and auditorium space; office equipment and computers; purchasing power; and the energy and talents of young people. In keeping with their commitment to building on available assets, community builders view partnerships as "two-way streets," with schools giving to the community, as well as receiving support from it.[8]

STICKING POINTS

Community builders and many educators believe that actions taken to benefit communities ultimately benefit schools. Nevertheless, tough issues inevitably arise when community builders ask for support from the schools: negotiating shared use of school facilities and equipment, responding to parent challenges to school policies, and dealing with community concerns about school performance. The "two-way street," with give and take on both sides, is often difficult to establish and sustain.

Demonstrating Change

In Philadelphia, parents working with the Germantown Settlement House were concerned with the large size of the local middle school and the turnover in teaching staff there. After struggling to promote change inside the schools, the agency decided to sponsor a smaller charter school for middle school students, while continuing to work with parents and provide services at the existing public schools. "We can show you better than we can tell you," said a parent leader.

Rediscovering Schools as Assets Within the Community

Kretzmann and McKnight list nine important kinds of assets that schools can share with comunities:

- Facilities
- Materials and Equipment
- Purchasing Power
- Employment Practices
- Courses
- Teachers
- Financial Capacity
- A Focus for Young Involvement
- Young People

Source: *"Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets."*

SUMMARY POINTS

Our conversations and visits with community builders and education leaders underscored similarities in goals, differences in approach, and opportunities for cooperative work. This section summarizes our findings in several key areas.

COMMON GOALS

Community builders and school leaders share a common goal: ensuring a positive future for children, their families, and their communities. There is broad agreement about the goal, and about the importance of both kinds of organizations in building a just society. Educators and community builders can work together well when they approach each other with respect, take time to build trust, and define ways that their assets can be used to reach shared goals.

PATHWAYS AND STRATEGIES

Although they share a goal, the paths that schools and community builders tend to pursue toward that goal are different. Schools are focused on a subset of the community—students—and focused on academic achievement. Their primary strategy is providing quality instruction. Community builders have a broader focus and often build coalitions in order to achieve their goals. They seek to mobilize community capacity by building relationships of trust among individuals and across institutions. Rather than competing, the two approaches have the potential to complement and strengthen each other.

TEACHING AND LEARNING

Leaders of education reform define the primary goal of schools as promoting young people's academic performance. As demands for better student performance increase, classroom time devoted to expressive, developmental opportunities seems to shrink. Community builders, and many educators, argue that schools should promote *learning*, which includes social and ethical development, as well as academic achievement. Supplemental activities provided by community organizations, and use of the community as a resource for learning, can substantially broaden what, where and how children learn.

OWNERSHIP AND CONTROL

Educators tend to see school buildings, classrooms, materials, and resources as owned and controlled by the schools—to be used for the benefit of their students. Community builders view these same assets as a community resources, supported by taxpayers who, community builders believe, should have a say in how they are used and some degree of access. There is a growing movement toward building schools that can serve as centers of community life. In Rochester, NY, for example, new schools are built with space to house community organizations and activities.

RELATIONSHIPS AND POWER

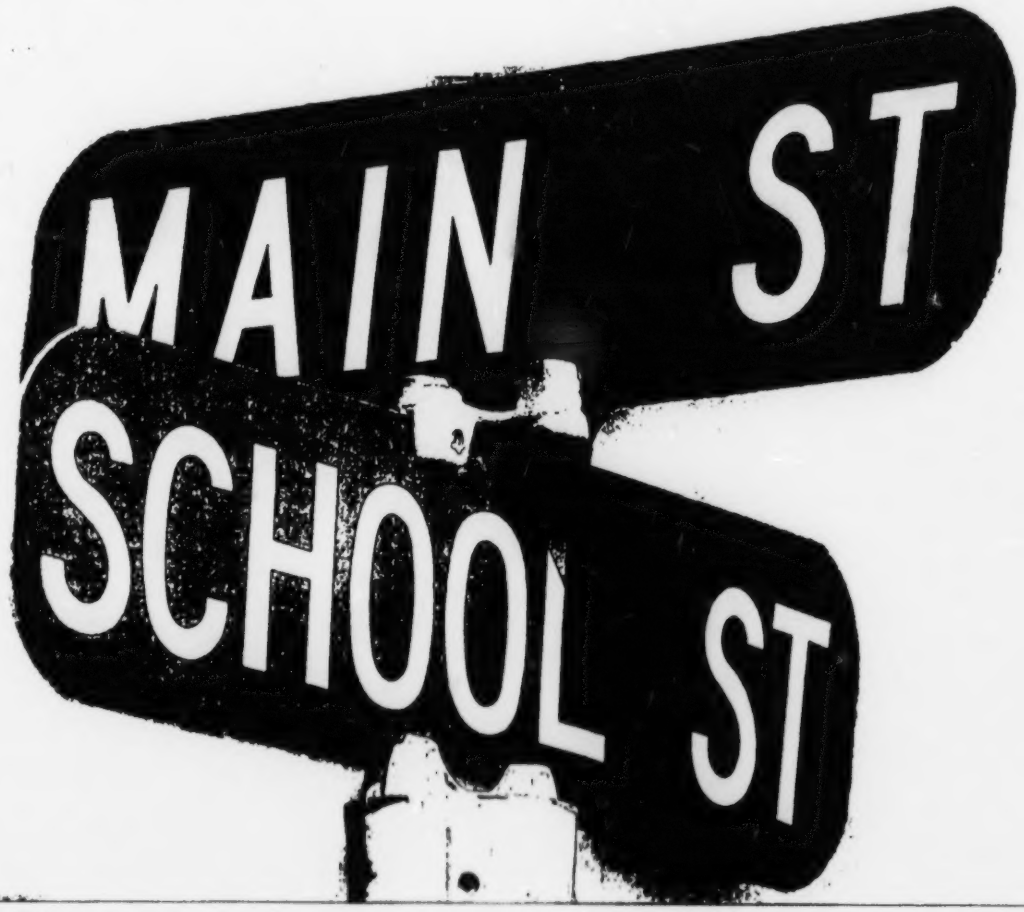
Unequal relationships between professionals and citizens are common in many institutions and are often complicated by differences in race and class. These tensions are exacerbated in school-community partnerships where school staff and representatives of community organizations differ widely in training, certification, experience and pay scale. School leaders typically have very little preparation in working with organizations in low-income, ethnically diverse neighborhoods. Residents often have not had successful experiences with schools, and they are not comfortable dealing with school staff, especially on issues involving their children. Mechanisms to ensure real and equal involvement of families and community members in school site governance are essential to building and maintaining productive relationships. School personnel also need better preparation to work in and with community.

ACCOUNTABILITY

The public is demanding that schools be accountable for improved student achievement. This responsibility is shouldered almost exclusively by educators. Community partners need to find creative and legitimate ways to publicly assume some appropriate measure of responsibility. Partnerships in which the partners share accountability are more likely to find ways around other sticking points.

EDUCATION AND COMMUNITY BUILDING

RULES OF ENGAGEMENT



PULLOUT WALL CHART

IEL

Institute for Educational Leadership

EDUCATION AND COMMUNITY BUILDING:

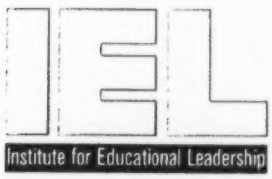
Basic Rules	For Educators
FIND OUT about each others' interests and needs.	**Find out**... where your students and families live, work, and play after school. What banks, hospitals, community organizations, civic groups or businesses provide services or jobs? What local issues are people talking about on call-in shows and in the news? What assets are available that might help your school? What school resources might be useful to other community groups?
REACH OUT to potential partners on their own turf with specific offers of assistance.	**Reach out**... to potential community partners. Identify interested groups and ask for invitations to speak. Know your audience and tailor your remarks to their concerns. Make sure they know what you are doing right already and your plans for making it better. Show that you see the value in partnerships and know how to be flexible. Be specific about what you need and knowledgeable about what they can offer.
SPELL OUT the purpose and terms of joint efforts, including who will do what, by when?	**Spell out**... the areas in which your school is not permitted or doesn't feel comfortable with partnerships. In all others, encourage staff to be as innovative and open as possible in pursuing opportunities. Be more than a silent partner. Make every effort to anticipate and reduce red tape in hiring, procurement and access.
WORK OUT the kinks as they arise and change your approach when necessary.	**Work out**... the issues and don't walk out. Stay involved, even when the relationship isn't moving ahead exactly as planned.
BUILD OUT from success by sharing positive results and encouraging expanded efforts.	**Build out**... share positive data and findings with staff, families, and the school district. Use a positive track record to leverage additional resources from other sectors while finding ways to make partnering with schools more attractive and substantive.

Rules of Engagement

For Community Builders	My Notes:
Find out... about your neighborhood schools, their location, grade levels, recent history and standing in the school district. What local education issues are parents and newspapers talking about? What building and district opportunities involve families and community members in planning ad decision-making?	
Reach out... to principals, teachers and staff. Attend school functions and show familiarity with and support for school concerns. Offer to help in concrete ways: by providing a translator at the next parent open house or including a question of importance to the school on your annual community survey. Create an opportunity for school staff to talk with community members—off school grounds—about their shared aspirations for their children's futures.	
Spell out... your priorities and start small. Work through existing decision-making channels to communicate, find common ground and build consensus among school and community agendas. Be clear about what the partnership (not just your side) wants to do, why it's important, and what results are expected. Spell out lines of responsibility and authority. Set reasonable expectations and a timeframe. Deliver what you promised.	
Work out... the kinks and stay flexible. Is the communication satisfactory to both sides? Do all partners feel as though their contributions are heard and valued? What are the channels of communication that are in place? Community builders need to talk to school partners and find out what they think. Keep working while you smooth out rough edges.	
Build out... to demonstrate your success. Bring information about what's been accomplished to your core constituents, funders, and decision-makers. Encourage expanded efforts with schools and increased commitment of institutional resources.	

Ordering and Contact Information

For a full copy of the IEL report, *Education and Community Building: Connecting Two Worlds,* please e-mail, call, or write IEL. See the contact information below.



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BUILDING RELATIONSHIPS

Strategies that Work

Despite the sticking points they encounter, many schools and community building organizations are working together to benefit children, families, and communities. The four sites profiled in this report and the experiences of participants in IEL's national dialogue with educators and community builders point to a variety of promising strategies:

BUILDING CAPACITY IN ALL SECTORS

- **Develop the school's capacity to work with families and community residents.** Most school staff, from teachers to superintendents, have not been trained to work with parents and members of the community, especially those from different ethnic and socioeconomic groups. In response, the Philadelphia Public School District has instituted an on-the-job leadership development program. Principals with successful community-engagement track records mentor aspiring administrators. "Principals need to learn to value parents," says Desiree Mansell, German-town Cluster Administrator for the Philadelphia Public Schools. California's Chula Vista Elementary School District built its capacity to work in diverse settings by calling in specialized resources from the San Diego Mediation Center to help school staff understand how to manage conflict.
- **Help school leaders think politically.** Cliff Janey, Rochester's superintendent, uses the concept of "ripeness"[9] to guide his involvement in community issues. He pays attention to developing community sentiments and makes sure he understands how members of the community feel about an issue before deciding when and how to take a public position. Gauging public opinion helps school leaders stay proactive, instead of waiting until an issue is potentially explosive and the opportunity for change is lost.
- **Increase community leadership and participation.** Community-school partnerships can be designed to encourage and empower family members as leaders so they can be comfortable and effective—inside the school as well as outside in the community. An extensive parent-mentoring program designed by Chicago's Logan Square Community Association (LSNA) has built a cadre of informed, involved parents. As key players in school site councils and other neighborhood groups, they have established relationships with teachers and are poised to play expanded leadership roles in the school and the community. LSNA also worked to ensure that its parent mentor program truly contributed to parents' personal development.
- **Build the assets of children and adults in the community.** The Marshall Heights Community Development Organization in Washington, DC sponsors a series of family field trips to museums and other educational resources in the community. In addition to their educational value, these trips provide an opportunity for adults in the community to interact and build relationships in a stress-free setting. MHCDO also assists schools with volunteer support, assistance for athletic teams, and school renovation.

BROADENING AND DEEPENING ACCOUNTABILITY

- **Develop shared responsibility.** Accountability efforts are most effective when all parties share responsibility for outcomes. Joint approaches clarify school and

community commitments, require all parties to maintain appropriate and accurate records of their work, and make the results public.

- **Involve community members and represent community interests in school planning and problem solving.** Extensive strategic planning is a time-consuming process, and one that many school leaders might not see as directly contributing to their "bottom line." But school leaders and community builders who have conducted intensive community engagement efforts attest to the value of building a constituency for action and involving a wide array of stakeholders in finding solutions to tough issues. These efforts require that school leaders keep the community informed on an ongoing basis, openly discuss challenges, and respond to solutions proposed by community members. It is also important to represent the needs of the whole community, not just a few individuals. "Logan Square Neighborhood Association comes united," says Carlos Azcoitia, Deputy Chief Education Officer for the Chicago Public schools. "We know where the community stands."

- **Develop education and community coalitions to ensure shared accountability.** The various entities and groups that control institutional and community resources need an opportunity to consider how they can work together to achieve realistic results—and to determine who is responsible for what. The Leadership Council in Rochester, New York's cross sector effort to coordinate efforts to support children and families includes the mayor, the superintendent of schools, and representatives of higher education and community based organizations. It works to set priority results and track progress toward achieving them, while reducing conflict and duplication among individual school and community improvement initiatives. In Chicago, LSNA built a coalition of school principals and community members to address the urgent problem of school overcrowding and to hold the school system and community accountable for remedying the problem.

THINKING OUTSIDE THE BOX

- **Develop comprehensive school reform strategies that model the value of community.** There is growing and significant support for comprehensive school reform strategies. The Comprehensive School Reform Demonstration Program supports such strategies, and a number of reform models are consistent with community-building approaches. For example, James Comer's School Development Program (SDP) is designed to promote a sense of community and closer relationships in the school so that staff can more effectively stimulate student learning and motivation. The Micro-Society curriculum used by the Germantown Settlement Charter School is a comprehensive school approach to reform that stresses the application of classroom learning to community and social situations. Through extended investigation and simulation of the work of community institutions, students learn to work together and to understand what it takes to make a community successful.

- **Consider alternatives.** Families, schools and communities need to think broadly and deeply about what they want for their children. Charter schools offer a challenging opportunity to design an approach from the bottom up. Although many communities have found the opportunity rewarding, others are concerned about how to sustain these new ventures or the possible eroding effect that shifting resources away from traditional schools may have. As the charter school movement develops, it will be important to track the role of community building organizations in operating and working with these schools.

RULES OF ENGAGEMENT

Suggestions for Educators and Community Builders

Given the similarities and differences between the education and community building sectors, it is important to understand that working relationships between the two sectors' leaders must be mutually rewarding. They must consistently attend to building relationships, strengthening assets, and ensuring positive outcomes for young people. The "rules of engagement"—with specific suggestions for both educators and community builders—come out of our conversations with experienced practitioners on both sides.

See table on next page

See also centerfold wall chart

EDUCATION AND COMMUNITY BUILDING:
Rules of Engagement

Basic Rules	For Educators	For Community Builders
FIND OUT about each others' interests and needs.	**Find out**... where your students and families live, work, and play after school. What banks, hospitals, community organizations, civic groups or businesses provide services or jobs? What local issues are people talking about on call-in shows and in the news? What assets are available that might help your school? What school resources might be useful to other community groups?	**Find out**... about your neighborhood schools, their location, grade levels, recent history and standing in the school district. What local education issues are parents and newspapers talking about? What building and district opportunities involve families and community members in planning ad decision-making?
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MOVING FORWARD

The work of community building organizations and schools is critical for the future of children, youth, and their families, especially in disadvantaged communities. IEL calls on educators and community builders, as well as funders, to expand the dialogue and build a strong foundation for joint action.

- **Form additional tables to engage more educators and community builders in the conversation.** Educators and community builders should expand the opportunities for dialogue between the sectors at the national, regional, and local levels. Part of the work for educators involves explaining the goals and process of school reform to community builders and enlisting their active involvement in improving local schools. Education organizations such as the Council of Great City Schools and the National School Boards Association should work together with the National Community Building Network and other community-building organizations to bring the topic to their members through publications and presentations at their national meetings. Dialogues among educators and community builders at the local, state and regional levels would also be valuable. School leaders and community building organizations can use this publication as a starting place for talking about ways to work together.
- **Strengthen and sustain the work of community builders in supporting education reform.** Our analysis suggests that community-building organizations can play a vital role in improving public education. But most community building organizations will need additional resources to be able to work effectively with schools. Public and private funders can support community building organizations' presence and participation in education reform.
- **Help educators to learn more about community and community building, and community builders to learn more about education.** Most education leaders report that working with community members was something they had to learn on their own, by trial and error. It was largely absent from their professional preparation. As publicly—and privately—funded initiatives examine the challenges of recruiting and developing leaders for education reform, it is vital that they consider ways for school leaders to work productively with communities.

  Many community builders also need to know more about schools and education reform. The efforts of the National Community Building Network in this arena can be a model for other community building initiatives at the local, state, and national levels. Local leadership programs also could focus on schools and community building relationships.

- **Support additional research and information gathering.** This preliminary report has told the stories of four communities. It is important to gather additional information about the work of community builders and education reform that other funders—local, regional and national—can support additional work in communities and share information that is gathered.

  One outcome of this ongoing work might be the development of indicators of success for community building and education, including evidence of relationships, results, and influence on site-based governance. Another might be a better understanding of the results of efforts, such as those in Chula Vista, that actively involve schools in community building.

- **Work to influence the design of school facilities as assets to the community for the future.** A recent Irvine Foundation publication[10] lays out a compelling vision for schools as the center of sustainable communities. This is a vision with growing support in communities across the country. The Council of Education Facilities Planners International has also taken a leadership role in this area. A successful model may be found in Rochester, where new schools are built with space for community organizations. Other successful example of shared use of community facilities can be gathered and shared, along with models for financing and agreements for operating these facilities.

STORIES OF FOUR COMMUNITIES

THINKING OUTSIDE THE BOX

The Germantown Settlement Multi-Purpose Agency/
Germantown Community Collaborative Board

Philadelphia, PA

The C. E. Pickett Middle School, with an enrollment of about 850 students, is just down the street from the offices of the Germantown Settlement Multi-Purpose Agency in Philadelphia. On the ground floor of the gray concrete school building is the Central Germantown Family Center, a large, cheerfully decorated room managed by the Germantown Settlement. The Family Center provides home visiting to families with young children, community service and enrichment activities at Pickett and four elementary schools in the community, and education and support groups for adults. The Center also provides advocates for families involved in a new district-mandated "truancy court" based at the school.

The residents and school partners working with the century-old settlement house in Philadelphia's Germantown section know how to think outside the box. Together they have convened a 47-member community coalition, manage a family center serving several area schools, and utilized Pennsylvania's charter school law to build a neighborhood vision of an effective school. Partners are learning together. Says one community resident, "We can show you better than we can tell you..."

Germantown Settlement (GS) is a minority-controlled, community-based corporation that has provided services to the community for more than a hundred years. GS is the lead organization for a family of agencies that provide services including housing development, construction, youth leadership development, health care, and energy. GS is also parent to the Lower Germantown Rebuilding Community Project (LGRCP), funded by a grant from the Annie E. Casey Foundation. The Germantown Community Collaborative Board (GCCB), a 47-member resident-controlled collaborative board, is the governing body of the LGRCP.

Education is high on the list of priorities for the GCCB. The Education Committee, its largest subcommittee, oversees after-school programs, a community school program, policies for the education reform agenda, family literacy, and parent organizing. A program and policy analyst assists the group in developing a strategic approach to evaluating school district policies and advocating for change. The Education Committee is now tackling additional issues such as ensuring access to higher education, preparing students for SATs, and providing scholarships for community students.

Across the hall from the Family Center at Pickett is the Tech Center, a room equipped with computers and high tech equipment used in designing and manufacturing industries. The technology lab was funded by contributions from individuals and businesses, led by Senator Rick Santorum. Private donations for the Tech Center were intentionally channeled through the Germantown Settlement, rather than the school district.

Initially, the Tech Center had two goals: to help students experience the connections between schooling and high tech careers, and to provide experiences for community members that would help them prepare to participate in the high tech workforce. But the equipment in the Tech Center requires an instructor with specialized training and skills. Pickett's former home economics teacher has received additional training, but the center is still not fully utilized during the school day. Because no qualified adult instructor has been found, community residents do not use the Tech Center in the hours after school.

The GCCB has worked collaboratively with Pickett over the years, but many parents and community members have legitimate concerns about middle schools. Because of the high rate of teacher turnover, it is difficult to maintain staff consistency. There is a perception in the community that neighborhood schools like Pickett are not as good as the special focus schools operated by the district, to which students must apply to attend.

Pennsylvania's charter school law encourages community organizations to apply to operate charter schools, and the GS was invited by the state to apply for a planning grant. The planning process, under the combined auspices of the GS, the GCCB, and the Family Center, focused on the question "What would an ideal charter school look like?" Planning group sessions involved 150 people from the community, as well as the staff and principal at Pickett.

The GS has opened the Germantown Settlement Charter School, which has 384 students in grades five through seven. In the words of a member of the Education Committee, "we want to model for the school district the kind of education we want for our children." The school has moved to a permanent site on the grounds of a church in the community, and is completing its first year of operation. The school's vision includes high academic standards for all, preparing young people for civic leadership, promoting ethnic awareness, and promoting multi-ethnic learning.

"Everything is new," says Linda Ralph Kern, the school's director. "We pay attention to the mission, and think about innovation. We are exploring, and all learning together." After a process of exploration and site visits, the staff chose the Micro-Society curriculum to connect schoolwork with real life, and to help students develop an understanding of the ways that communities work. The school takes seriously its role in community building: teachers are required to engage young people in community service.

The staff at the Germantown Settlement Charter School is young, energetic, and dedicated. School staff members are visible on the adjacent streets before and after school, making sure that youth get to the school on time and that they are safe. "The kids are different," they say. "We see differences in attitude and behavior, and we know we can help change the mindset."

The GCCB retains a strong interest in Pickett and other neighborhood schools, and has applied for a 21st Century Community Learning Centers grant that would serve the Charter School, Pickett, and two elementary schools. But the organization is clearly committed to demonstrating the power of schools that are rooted in the community. "We can show you better than we can tell you," says a member of the GCCB.

THEY COME UNITED

Logan Square Neighborhood Association

Chicago, IL

When you talk about school leaders, who do you include?" The answer to this question from a visitor to the Logan Square Neighborhood Association (LSNA) is an immediate immersion into Chicago school governance, where Local School Councils hire principals and have authority to approve the schools' budgets and school improvement plans. For LSNA, parents and community members *are* school leaders, and their active involvement is both a support for the schools and a continuing source of advocacy for the needs of children and the greater community.

LSNA is a mature organization, with 38 years of history in the predominantly Latino Chicago neighborhoods that it serves. The organization is intentional about the value of employing citizens from the community: staff with all levels of formal education work together closely in teams and informal groups, sharing roles and responsibilities. LSNA uses a variety of strategies to achieve its goals, including informal meetings and listening opportunities to build relationships among neighbors in the community, "door knocking" to inform neighborhood residents, large community meetings, and advocacy with elected officials. Members of the Association develop and approve an annual comprehensive plan in 10-12 areas that are important to the health of the community. In a recent comprehensive plan, three of twelve resolutions concerned education.

What happens when parents are involved as leaders as well as learners? Expanded facilities that better meet student needs during the day and turn into community centers at night. An organized Latino community has created a quiet revolution, Chicago-style, and is sending a signal to families and community members that "you are welcome here..."

For many years, both parents and non-parents in the Logan Square area identified school overcrowding as a critical issue. Principals in the area were also concerned about the overcrowded schools. Six principals formed a coalition with LSNA in its efforts to get the Chicago Public Schools to build additions to existing elementary schools, as well as two new middle schools. Parents knocked on doors and conducted 500 interviews about the need for new school facilities. They found strong support for using schools as community centers that would house activities for youth, as well as English as a Second Language classes, GED preparation, and other education programs for adults.

With continuing advocacy by LSNA, annexes were built at four neighborhood elementary schools. These additions house classrooms for students during the day, and serve as vibrant "community centers" at night, when parents and their children often come back to school together to participate in classes for adults and tutoring and enrichment activities for children. School district officials are especially supportive of LSNA's efforts to use the schools as community centers.

Once the annexes and one middle school were built, the Board of Education decided to delay building the second middle school in the community and lease the land for a shopping center development, but did not discuss the plans with community members. After a community resident saw what appeared to be real estate activity on the vacant lot intended for the school, members of the organization went into action to do "whatever we could" to ensure that the school was built. With leadership from LSNA, residents knocked on doors, organized community demonstrations, and conducted a media campaign. The district eventually agreed to construct the new school.

Thanks to this concerted effort, the community's new middle school is now in its second year of operation. LSNA was successful in lobbying the

district to select its candidate for the principal of the new school: a teacher from a neighborhood elementary school who had served as vice president of LSNA. "LSNA has taken the time to learn about the culture of the school," says the principal. "They gave us assistance in organizing and working with the media."

Ames Middle School provides a safe, secure environment and builds a sense of community within the school as small groups of students work with interdisciplinary teams of teachers and stay with the same team for two years. The instructional program is organized to make connections between school and life: as a new YMCA is built in the community, students will learn about a variety of careers connected with creating a new building. With foundation support, staff will create a curriculum to teach coming generations of students about the community's role in making the school a reality. Students will survey the neighborhood to find out needs and priorities for a new community center to open at Ames in fall 2000.

LSNA has designed and operates a program to mentor parents in eight of the schools it serves. The primary goal of the program is each parent's personal development: when they enroll, they are asked to set goals for themselves. This is the first time many of them have been encouraged to think of themselves and their future. Parents attend the training and then are assigned to assist for a hundred hours in the classroom, with support and direction from the teacher. They receive a stipend when they successfully complete the program.

Many of the parents set their sights on educational goals, from earning a GED to working as a classroom aide to becoming qualified as a bilingual teacher. The benefits—to parents, children, and the community—are great. Parents grow in their understanding of the school and what it expects of their children, and their children's schoolwork improves. "It sends a signal to the community that you are welcome here," says the program's coordinator, a parent who participated in the program several years ago. After completing the mentor program many parents go on to advance their own education, enter full-time employment, and continue to be active in the community. Several now serve on Local School Councils.

As the community's comprehensive plan continues to identify needs for the education of all its residents, LSNA's role grows and changes. The organization has sponsored a community-wide literacy campaign and is a partner in the Annenberg network for school reform. The core goal remains the same: building relationships of trust to improve life within the community. In Logan Square's "quiet revolution," the schools are an integral part of the community.

BUILDING HOPE FOR THE FUTURE

Marshall Heights Community Development Organization

Washington, DC

The Marshall Heights Community Development Organization (MHCDO) is a respected organization serving Ward 7, one of the most economically depressed areas of Washington, DC. Since the early 1980's, when drugs began to infiltrate Ward 7, many residents have left the neighborhood because of drugs and poor schools. Twenty years ago, Ward 7 had 90,000 residents; today it has 59,000. Most teachers and administrators are commuters who live outside the area.

MHCDO has its roots in community economic development: it has been successful in creating a shopping center in the area, bringing in a large chain operated grocery store, the only one in the Anacostia area. Through its participation in the Annie E. Casey Foundation's Rebuilding Communities Initiative (RCI), MHCDO has expanded its activities to focus on reforming human service systems for the community, including child welfare, welfare to work transition, health and community wellness, and education. The MHCDO vision is that neighborhood schools will provide not only first-rate educational environments for children, but also that the schools will serve entire families by attempting to address other important needs, such as health care and adult education. MHCDO has been involved with a number of the public schools serving the area for a long time including the Kimball and Nalle Elementary School, the Evans Middle Schools and Woodson High School. For example, residents associated with the group recently protested the dilapidated conditions at Woodson High School, the senior high school in the neighborhood, to the central administration. The organization believes that physical conditions of a school can constitute formidable barriers to learning, and continues to provide support to improve the physical plant at Woodson. MHCDO worked closely with the school principal in this effort. MHCDO has worked hard to support students. Through the Education Working Group, volunteers provide basic necessities for many students, including dental work and haircuts for young men. MHCDO also assists student athletic teams with uniforms and equipment.

An economic development corporation with success in developing commercial properties is working with schools to revitalize the neighborhood's most valuable property--its schools. The partnership is tapping into the community's sense of possibility, and parents are wondering hopefully, "what else can happen here?"

The former principal at the J. C. Nalle School worked to build relationships with MHCDO. When the school board threatened to close Nalle because of declining enrollment, the relationships and coalitions kept the school open. Since then, enrollment has increased, and 467 children are now enrolled there. "We work very hard to make this a 'seamless' school where everyone involved with the child knows what is going on," said the current principal, Gloria Dobbins.

Many classroom teachers work in extended-day programs at Nalle with children who need additional learning time with different teaching approaches. Recently, the school has sponsored a series of family field trips to places of interest, such as the Natural History Museum on the Mall. These trips enable families to get to know each other in a stress-free situation, and provide valuable experiences for the children. And a grandparents' group provides support opportunities for the many grandparents who are raising their grandchildren.

MHCDO has also helped the school to modernize Nalle's staff lounge, renovate the health suite, modernize the electrical system, and wire the school so that students can use computers in every classroom. School leaders have hired parents as instructional aides and are developing a Local School Restructuring Team that involves school staff and parents. Next year, the school will conduct a special series of Saturday workshops to help engage parents in the school's academic program.

All of these changes are taking place in a climate of increased accountability and rising expectations for students' success. "Everyone is working hard," said a school staff member. "We have moved further ahead than we have in years."

There has been a great need for adult education and training in the Marshall Heights community to help adults enter the workforce. For years, a local college had attempted to conduct GED classes in the community, only to have them canceled for lack of student enrollment or instructor commitment. Now, for the first time, the classes are held at Nalle, and 50-75 people are enrolled and consistently attend both day and evening programs.

The increased participation in adult education programs is one example of the new sense of possibilities in the Marshall Heights community. More parents are returning to the workplace, confident that their children can be in a safe place after school. With their growing confidence, they are ready to play a more active part in the school. One close observer of the program notes, "The parents see the services and supports at the school and wonder: what else could happen here?"

BUILDING PLACES AND REASONS TO CELEBRATE

The Chula Vista Elementary School District

Chula Vista, CA

At Loma Verde Elementary School in Chula Vista, CA, parents who drive their children to school have "valet parking" privileges: as they pull up to the school building, they are greeted by other parents who open car doors and help the children unload. This strategy is one of the little things that count at Loma Verde. "Valet parking" was devised by the School Planning and Management Team, composed of parents and teachers in equal numbers, as a solution to the problems of traffic safety and confusion during the time when parents drop their children off at school. It is a visible symbol of parent involvement at a school where, just a year ago, some teachers resisted having parents on the campus.

The Chula Vista Elementary School District includes nearly 40 schools that serve children in this fast-growing area of San Diego County, just a few miles from the Mexican border. Nearly half the children qualify to receive free or reduced-price meals, although the number is much higher in parts of the district where the homes are older. Latino students predominate, and 34% of the students are classified as English Language Learners.

Can a school district become a catalyst for community building? It can when principals and parents regard each other as colleagues, draw on technical assistance when its needed, and employ school reform models that promote the value of community involvement....

Libia Gil, Chula Vista's superintendent, sees herself as a school leader *and* a community leader. Gil's personal leadership in the community includes membership on the Boards of many community organizations, a commitment she expects other district-level and school site administrators to share. The school district built a successful "grassroots" campaign approach and in 1998 gained approval from 76 percent of community voters for a $95 million bond issue to build and renovate schools.

On campuses across the district, principals have expanded their engagement with parents and others in the community, working to seek and include the voices of those who had been excluded from the conversation. Parents and community members have been actively involved in determining whole-school models for change, including James Comer's School Development Program, Accelerated Schools, and a charter school run by Edison Schools (a for-profit school management corporation). But when new voices are included, conflict can arise, and the changing demographics of the district can lead to some tensions between ethnic groups. Gil brought technical assistance from the San Diego Mediation Center to help school administrators develop skills in working with members of the community.

Relationships are important in Chula Vista. More than eighty public, private, and civic organizations have formed the Chula Vista Coordinating Council, a collaborative to support the school district's application for funding from the California Department of Education's Healthy Start program to establish school-linked services and supports for children and families. The Coordinating Council has extended its role to develop Family Resource Centers throughout the district and sustain these supports after the Healthy Start "seed money" support ends.

These Family Resource Centers are more than places where services are provided – they have become real centers for life in the community. At the Beacon Family Resource Center, for example, parents and other community members flock to adult education classes and children receive primary medical care from a mobile clinic funded in part by local hospitals. Social workers advocate with school staff for the needs of students within the school. But the Beacon Center is also a place where parents who formerly never left their homes now come to celebrate each other's successes, and where volunteering at the school is an opportunity for learning and developing new relationships. Parents are more engaged with their

children's learning. Some parents have received training and now work to support other families when they are in crisis.

Five schools in Chula Vista are "Comer Schools." They are implementing James Comer's School Development Program, which emphasizes including parents in all aspects of the life of the school by building relationships and trust. At Loma Verde, the principal credits the Comer process, especially the School Planning and Management Team, with bringing more parents into the school—and with changing teachers' attitudes about working with parents. The team involves parents and teachers from each grade level in making decisions about all aspects of the school. The Family Resource Center at Loma Verde involves parents as "promotoras" who make visits to the homes of other parents and help them build positive relationships with each other and with the school.

Chula Vista is much like many communities where low-income families and children, especially new immigrants, live—neighborhoods where a sense of community along with strong schools could contribute greatly to creating new standards and expectations for life in the community. But in many ways, Chula Vista is still two communities, and it has been difficult for the schools and other government agencies to engage older residents, who are predominantly white, and the faith community.

Can a school district become a catalyst for community-building? Only when school staff and other professionals "learn how to genuinely seek and include the voice of the people in the conversation," says Lisa Villarreal, director of the California Center for Community Partnerships. Chula Vista has strong civic and business involvement, a school district that is openly engaged with the community, and resources to make the schools centers of community life. There is an infrastructure in place to bring together community building and school reform. The school district is challenged to pay attention to the process of building relationships and trust at schools and within the community, while strengthening the education it provides for all its children.

ENDNOTES

[1] *1999 National Education Summit Briefing Book*. NY: Achieve, Inc., 1999.

[2] Bruner and Paracini. *Building Community: Exploring New Relationships Across Service Systems Reform, Community Organizing, Community Economic Development*. Together We Can, p. 3.

[3] *Stories of Renewal: Community Building and the Future of Urban America*. A Report from the Rockefeller Foundation, 1997 p. ii.

[4] *Reasons for Hope, Voices for Change*. A Report from the Annenberg Institute for School Reform.

[5] Comer, Haynes and Joyner write "Without adequate preparation, school people respond by punishing what they understand as bad behavior and they hold low expectations for underdeveloped or differently developed children. This leads to difficult interactions between students and staff and between staff and parents and, eventually, to a culture of failure in school. In such a climate, distrust, anger, and alienation often develop between home and school. The outcome is that most schools are unable to address the educational needs of underdeveloped or differently developed children from families marginal to the mainstream of the society." *Rallying the Whole Village: The Comer Process for Reforming Education*. Teachers College Press, 1996.

[6] For several years, the Institute for Educational Leadership was a partner in *Superintendents Prepared,* a leadership development program for individuals who aspire to the superintendency in urban districts. As a part of this study, IEL conducted an informal survey of top-level school administrators who had participated in the program. Although most respondents indicated that the term "community building" was familiar to them, many reported as community building efforts such activities as "awards for teaching excellence," "work between the governmental agencies," and "community groups have fundraising activities to help the school." This may reflect positive circumstances for these school districts, since it appears that the schools are well-connected to local businesses, governmental agencies, and community organizations with potential to expand their resources.

[7] Sebring and Bryk. *School Leadership and the Bottom Line in Chicago*. Phi Delta Kappan, February, 2000, p. 443.

[8] Kretzman and McKnight. *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*. ACTA Publications, 1993.

[9] Heifetz says, "The ripeness of an issue is determined primarily by identifying which issues are currently generating a widespread feeling of urgency. The central question is: has the issue fastened in people's minds?" "*Leadership Without Easy Answers*," The Belknap Press of Harvard University Press, 1994 n, p. 116.

[10] "*What If?*" New Schools/ Better Neighborhoods. Sept. 1999.

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APPENDIX A

DIALOGUE PARTICIPANTS AND INTERVIEWEES

1. Participants in Dialogue on Community Building and Education Reform

Nancy Aardema
Executive Director
Logan Square Neighborhood Association
Chicago, IL

Arlene Ackerman
former Superintendent
District of Columbia Public Schools
Washington, DC

Carlos M. Azcoitia
Deputy Chief Education Officer
Chicago Public Schools
Chicago, IL

Mary Jo Buettner
Director
Chula Vista Coordination Council
Chula Vista, CA

Sally Covington
Director
National Center for Schools and Communities
Fordham University
New York, NY

Anne C. Hallett
Executive Director
Cross Cities Campaign for Urban School Reform
Chicago, IL

Clifford B. Janey
Superintendent
Rochester Public Schools
Rochester, NY

Larry Leverett
Superintendent
Plainfield Public Schools
Plainfield, NJ

Desiree Mansel
Cluster Leader
The School District of Philadelphia,
Germantown Cluster Office
Philadelphia, PA 19150

Patricia Press
Project Director, Rebuilding Community Initiative
Marshall Heights Community Development Organization
Washington, DC

Linda Ralph-Kern
Education Director
Germantown Settlement House
Philadelphia, PA

Ron Register
Executive Director
Cleveland Community Building Initiative
Cleveland, OH

William Wilson
Co-Convener
Education Working Group
Marshall Heights Community Development Organization
Washington, DC 20009

2. Other Interviewees

Luis Acosta
El Puente Academy for Peace and Justice
Brooklyn, NY

Diane Brown
Principal
W. Bruce Evans Middle School
Washington, DC

Joanna Brown
Logan Square Neighborhood Association
Chicago, IL

Maggie DeSantis
Executive Director
Warren Conner Development
Detroit, MI

Harley Desper
Community School
Philadelphia, PA

Gloria Dobbs
Principal
J.C. Nalle Community School
Washington, DC

Anthony Gordon
Charter School Principal
Germantown Charter School
Philadelphia, PA

Paul Goren
Director
Child and Youth Development
John D. and Catherine T. MacArthur Foundation
Chicago, IL

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Director
Family Center
Philadelphia, PA

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Kimball Elementary School
Washington, DC

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Philadelphia, PA

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Common Enterprise
San Antonio, TX

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Detroit Public Schools
Detroit, MI

Cornelia Swinson
Vice-President
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Philadelphia, PA

Emmett Terrell
Deputy Superintendent
Pomona Unified School District
Pomona, CA

Carrie Thornhill
Executive Director
D.C. Agenda
Washington, DC

Lester Young
Superintendent
Community School District 13
Brooklyn, NY

APPENDIX B

RESOURCE ORGANIZATIONS

The organizations described below are involved in ongoing efforts to connect the worlds of community building and education reform. For additional information, you may wish to explore their websites or contact them directly.

Coalition for Community Schools
c/o Institute for Educational Leadership
1001 Connecticut Avenue, NW, Suite 310
Washington, DC 20036
Telephone: 202-822-8405
Fax: 202-872-4050
Email: blankm@iel.org
Website: www.communityschools.org

The Coalition for Community Schools mobilizes the resources and capacity of multiple sectors and institutions to create a united movement for community schools. The Coalition brings together over 150 local, state and national organizations that represent individuals and groups engaged in creating and sustaining community schools, including parents, youth, community residents, teachers, principals, school superintendents and boards, youth development and community-based organizations, neighborhood associations, civic groups, higher education, business, government, and private funders. The Coalition disseminates information, connects people and resources, and educates the general public.

Council of the Great City Schools
1301 Pennsylvania Avenue, NW, Suite 702
Washington, DC 20004
Telephone: 202-393-2427
Fax: 202-393-2400
Website: www.cgcs.org

The Council of the Great City Schools is a coalition of some 57 of the nation's largest urban public school systems. Founded in 1956 and incorporated in 1961, the Council is located in Washington, DC where it works to promote urban education through legislation, research, media relations, management, technology, and other projects.

Cross City Campaign for Urban School Reform
407 S. Dearborn, Suite 1500
Chicago, IL 60605
Telephone: 312-322-4880
Fax: 312-322-4885
Email: cbrown@flash.net
Website: crosscity.org

The Cross City Campaign is a national network of school reform leaders from seven cities: Baltimore, Chicago, Denver, Los Angeles, New York, Philadelphia, and Seattle. The network includes parents, community members, teachers, principals, central office administrators, researchers, union officials and funders working together to improve public schools and education for urban young people.

The Cross City Campaign promotes the systemic transformation of urban public schools, resulting in improved quality and equity, so that all urban youth are well-prepared for post-secondary education, work, and citizenship.

National Community Building Network
1624 Franklin St., Ste. 1000
Oakland, CA 94612
Telephone: 510-663-6226
Fax: 510-663-6222
Email: network@ncbn.org
Website: www.ncbn.org

The National Community Building Network (NCBN) is an alliance of individuals and organizations that work to reduce poverty and create social and economic opportunity through comprehensive community building strategies. The mission of NCBN is to promote and advance community building principles, in practice and policy, to achieve social and economic equity for all children and families.

NCBN provides a forum for community practitioners, researchers, funders and others engaged in neighborhood transformation to share their common interests, insights into barriers they encounter, and field-tested strategies for rebuilding communities. The Network is also committed to developing tools and building capacity within communities to influence comprehensive community building policies at the local, state, and federal levels.

National Clearinghouse for Comprehensive School Reform
c/o Institute for Educational Leadership
1001 Connecticut Ave. NW, Suite 310
Washington, DC 20036
Telephone: 202-822-8405
Fax: 202-872-4050
Email: iel@iel.org
Website: www.iel.org

The National Clearinghouse for Comprehensive School Reform (NCCSR) collects and disseminates information on education reform efforts that build the capacity of schools to raise the academic achievement of all students. Through its Web site, reference and retrieval services, and publications, NCCSR is the gateway to good information on comprehensive school reform. NCCSR helps support comprehensive school reform (CSR), including the Comprehensive School Reform Demonstration project (CSRD). A guiding principle of NCCSR is that good schools need good information.

The NCCSR Web site contains resources that are particularly useful for school leaders in the planning and implementing phases for comprehensive school reform. These resources include the CSR Online Library with searchable databases of current research literature and information specific to CSR models and *Step By Step*, a guide providing resources for each stage of the CSR process.

Visit NCCSR online at www.goodschools.gwu.edu, or contact the NCCSR/IEL Outreach staff.

COMMUNITY ORGANIZING NETWORKS

With parents, neighborhood residents and community groups demonstrating great concern about the performance of public schools, several major community organizing networks have begun to organize around schools. Each brings a slightly different philosophy and approach, but all are committed to improving the educational results for children and youth, and building stronger communities.

Texas Interfaith Education Fund
Ernesto Cortez
1106 Clayton Lane, Suite 120W
Austin, TX 78723
Telephone: 512-459-6551
Fax: 512-459-6558
www.tresser.com/IAF.htm

Pacific Institute for Community Organization
Rev. John Baumann, S.J., Executive Director
171 Santa Rosa Ave.
Oakland, CA 94610
Telephone: 510-655-2801
Fax: 510-655-4816
BaumannPICO@aol.com
http://www.pico.rutgers.edu/

National Training and Information Center
Joe Mariano, NTIC Staff Director
810 North Milwaukee Avenue
Chicago, IL 60622-4103
Telephone: 312-243-3-35
Fax: 312-243-7044
www.ntic-us.org/

SELECTED IEL PUBLICATIONS

Building Community: Exploring New Relationships Across Service Systems Reform, Community Organizing, Community Economic Development, by Charles Bruner and Larry Parachini. An excellent companion piece to Community Building and Education, this monograph analyzes the relationships between three change and reform strategies now being pursued in many communities. $7

Business Leaders and Communities Working Together for Change, by Martin Blank and George Kaplan. This paper looks at the efforts of 22 corporate executives to transform human services and public education systems, implement community economic development strategies and advocate for public policies that support children, families and communities. This paper provides concrete recommendations to other business people seeking to involve themselves intensively in community work, and offers advice to community leaders who wish to recruit business leaders to join their efforts. $15

Community Schools: Partnerships for Excellence, Coalition for Community Schools. This brief depicts how the vision and principles of a community school are being realized across the country. A community school is both a set of partnerships and a place where services, supports, and opportunities lead to improved student learning, stronger families and healthier communities. In order to provide real world examples of the Coalition's vision, the booklet includes nine profiles of community schools including elementary, middle and high schools located in urban, suburban and rural communities. Free.

Educare Colorado: A Business-Led Initiative for Young Children, by Jeanne Jehl and Martin Blank. This report examines business' leadership role in Educare, a promising effort to improve child care quality and make quality care accessible for children and affordable for their families in communities across the state. $7

Governing Public Schools: New Times, New Requirements. This report provides a comprehensive examination of the state of school governance today including the first data from a national assessment of how local school boards view their own effectiveness. It suggests new expectations and roles for school boards and maps out state and local actions that can spark governance reforms. $15

Leadership for Student Learning: Reinventing the Principalship, IEL School Leadership for the 21st Century Initiative. This report defines the core mission of the principalship as leadership for student learning. It challenges communities to fill the pipeline with effective school leaders, support the profession, and guarantee quality and results. Guidelines and suggested questions are included for those who wish to start conversations on reinventing the principalship in their communities. This is the first in a series of reports on school leadership; others will address: District leadership, teacher leadership, state leadership and urban school leadership. Free

Learning Together: The Developing Field of School-Community Initiatives, by Atelia Melaville, Institute for Educational Leadership. This report analyzes 20 different school-community initiatives. It illustrates both the broad outlines of the school-community terrain as well as some of its specialized features. Its purpose is to describe and analyze an emerging field of practice that has significant potential for improving results for children, youth, families and their communities. Available free from the Mott Foundation: Tel: 1-800-645-1766, E-mail: infocenter@mott.org, Web site: www.mott.org.

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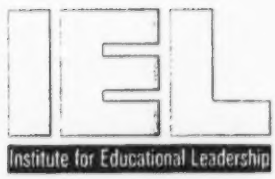

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